DOCUMENT RESUME

ED 083 321 TM 003 322

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TITLE	Attitudes Toward School and School Adjustment Grades 4-6.
INSTITUTION	Educational Testing Service, Princeton, N.J. Test Collection.
PUB DATE	Feb 73
NOTE	8p.
AVAILABLE FROM	Test Collection, Educational Testing Service, Rosedale Road, Princeton, N. J. 08540
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Annotated Bibliographies; Elementary School Students; Interest Tests; *Measurement Techniques; School Environment; *Student Adjustment; *Student Attitudes; Student Interests; *Student School Relationship; Student Teacher Relationship

ABSTRACT

This 31-item test bibliography lists currently available measures of attitudes toward school and school adjustment. The construct--attitudes toward school--encompasses pupils' attitudes toward themselves as learners, learning as a process, the school environment or classroom situation, specific school subjects, and teachers. In addition, the pupils' behavior is considered if it is indicative of their adjustment or lack of adjustment to the educational environment. Teacher ratings, self-report devices, and observation techniques are the various methods for assessing these attitudinal elements which have been included in the listing. Instruments described in this bibliography are appropriate for use with students in grades four through six. Information was obtained from the holdings and references of the Educational Testing Service Test Collection. (Author)

ED 083321

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February 1973

ATTITUDES TOWARD SCHOOL AND SCHOOL ADJUSTMENT
Grades 4-6

This annotated bibliography lists currently available measures of attitudes toward school and school adjustment. The construct–attitudes toward school–encompasses pupils' attitudes toward themselves as learners, learning as a process, the school environment or classroom situation, specific school subjects, and teachers. In addition, the pupils' behavior is considered if it is indicative of their adjustment or lack of adjustment to the educational environment. Teacher ratings, self-report devices, and observation techniques are the various methods for assessing these attitudinal elements which have been included in the listing. Instruments described in this bibliography are appropriate for use with students in grades four through six.

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Some of the measures are reviewed or described in the references cited in the bibliography. Reviews which have appeared in the professional literature are referenced in the entry.

About Me by James Parker; Not Dated; Grades 4-6; James Parker*.

A five-point self-rating scale assessing five areas of self-concept which are expressed in behavior in the school setting. Subscores include: Self, Self in Relation to Others, Self as Achieving, Self in School, and the Physical Self.

*Included in Parker, James. *The Relationship of Self-Report to Inferred-Self Concept*. Educational and Psychological Measurement, 26 Pp. 691-700; 1966.

Barclay Classroom Climate Inventory by James R. Barclay, Lisa K. Barclay, Calvin D. Catteral, David A. Santoro, William E. Stilwell III, and George Tapp; c1967-72; Grades 3-6; Educational Skills Development, Inc.

A multiple needs-assessment device designed to provide school personnel with data on how a child interacts in the classroom learning environment. The 32 short independent scales evaluate self, group, and teacher expectations, as well as vocational awareness and reinforcing interest patterns. Through computer-generated reports, descriptions of each student and the total class are presented. In addition, possible preventive intervention strategies are provided.

Child Interview; Not Dated; Grades Preschool-Grade 12; The Reading Clinic, Temple University.

A brief, general interview covering such areas as attitudes toward school, reading, and plans for the future.

Classroom Behavior Scales by Frank Garfunkel; 1969; Ages 3-12; Frank Garfunkel.

Designed to assess amount, kind, and conditions of pupil productivity. Subscores are: Amount of Productivity (Participation: Rejection to Involvement); Kind of Productivity (Process Focus–Form: Authoritarian to Experimental; Process Focus–Content: Mechanical to Transformation; Use of Materials: Irrelevant to

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Unique; Curricular Activities); Conditions of Productivity (Control–Overt: Teacher to Child Directed; Control–Convert: Teacher to Child Directed; Behavior: Withdrawn to Hyperactive; Interaction: Agents, Types, and Modes; and Group Size of Specific Activity Being Observed).

Coopersmith Self-Esteem Inventory, Form A by Stanley Coopersmith; Not Dated; Ages 9 and Above; Stanley Coopersmith*.

Designed to provide a general assessment of self-esteem. The 53 items are arranged into five subscales: General Self, Social Self–Peers, Home–Parents, Lie Scale, Home–Academic.

*Technical Information is available in: Coopersmith, Stanley. *Antecedents of Self-Esteem*. San Francisco: W.H. Freeman, 1967.

Expanded Test Anxiety Scale for Children (Feld and Gold 1969) by Martin Gold and Sheila C. Feld; 1969-70; Grades 1-9; Sheila C. Feld.

A modification of the *Sarason Test Anxiety Scale for Children* which includes the original and revised items and two neutral items about dreams and school.

Expanded Test Anxiety Scale for Children (Feld and Lewis 1969) by Sheila C. Feld and Judith Lewis; 1969; Grades 1-9; Sheila C. Feld*.

A modification of the *Sarason Test Anxiety Scale for Children* which includes the original and revised questions and two neutral items about dreams and achievement. Subscales include: Test Anxiety, Remote School Concern, Poor Self-Evaluation, and Somatic Signs of Anxiety.

*Included in Feld S., & Lewis, J. "The Assessment of Achievement Anxieties in Children." In C.P. Smith (Ed.), *Achievement-Related Motives in Children*. New York: Russell Sage Foundation, 1969, Pp. 151-199.

Grady Adjustment Battery by Roslyn M. Grady; c1965; Grades 4-6; Stoelting Company.

Designed to assess the effect of mobility on the adjustment and academic achievement of elementary school children.

How I See Myself Scale: Elementary Form by Ira J. Gordon; 1968; Grades 3-6; Ira J. Gordon (Manual is available from the Florida Educational Research and Development Council.

Factors assessed are Teacher–School, Physical Appearance, Interpersonal Adequacy, and Academic Adequacy.

Inferred Self-Concept Judgment Scale by Elizabeth McDaniel; 1965-69; Grades 1-9; Elizabeth McDaniel.

Designed to measure student's self-concept as it is generated by and in the school setting.

Instructional Objectives Exchange: Measures of Self-Concept, Kindergarten-Grade 12, Revised Edition; 1972; Grades Kindergarten-12; Instructional Objectives Exchange.

A series of affective objectives concerning a learner's self-concept. Dimensions employed are peer, scholastic, family, and general. Self-report inventories (direct and indirect) and observational inventories are provided to assess the attainment of each objective.

Instructional Objectives Exchange: Objective Collection in Attitude Toward School, Kindergarten-Grade 12, Revised Edition; 1972; Grades Kindergarten-12; Instructional Objectives Exchange.

A collection of affective objectives dealing with the learner's self-concept as reflected in attitudes toward teacher, school subjects, learning, peers, social structure and climate, and general attitudes. An observational indicator and both direct and inferential self-report measures are provided to assess the attainment of each objective.

Intellectual Achievement Responsibility Questionnaire by Virginia C. Crandall, Walter Katkovsky, Vaughn J. Crandall; Not Dated; Grades 3-12; Virginia C. Crandall*.

Designed to assess children's beliefs that they, rather than others, are responsible for their intellectual and academic successes and failures.

*Included in Crandall, V.C., Katkovsky, W., and Crandall, V.J. "Children's Beliefs in Their Own Control of Reinforcements in Intellectual–Academic Achievement Situations." *Child Development*, March 1965, 36, No. 1, Pp. 91-109.

Piers-Harris Children's Self-Concept Scale by Ellen V. Piers and Dale B. Harris; c1969; Grades 3-12; Counselor Recordings and Tests.

Measures self-concept with regard to behavior, intellectual and a school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction. May be used as a classroom screening device to identify children in need of psychological referral.

Politte Sentence Completion Test: Elementary School Form by Alan J. Politte; c1970-71; Grades 1-6; Psychologists and Educators, Inc.

A projective measure designed to elicit information from the pupil concerning his immediate environment and persons involved in that environment.

Pupil Situational Inventory: A Measure of Experimental Attitude by George S.C. Cheong; c1964; Grades 4-6; George S.C. Cheong*.

Measures the experimental attitude of children in terms of John Dewey's philosophy of experimentalism.

*Included in Cheong, George S.C., "Pupil Situational Inventory: A Measure of Experimental Attitude," *The Journal of Experimental Education*, Winter 1969, 38, No. 2, Pp. 24-30.

STS Educational Development Series: Elementary Level by O.F. Anderhalter, R.H. Bauernfeind, et al.; c1963-71; Grades 4-6; Scholastic Testing Service, Inc.

Subtests include: My Career Plans, My School Plans, My Favorite School Subjects, Nonverbal Ability, Verbal Ability, Reading, English, Mathematics, Science, The U.S.A. in the World, and Solving Everyday Problems.

STS Educational Development Series: Primary Level, Complete Battery; c1968; Grades 2-4; Scholastic Testing Service, Inc.

Designed to provide a systematic record of each pupil's curriculum likes and dislikes for year-to-year comparisons. Subscores included are Mathematics, English, Reading, Verbal, Nonverbal, Interests.

San Diego County Inventory of Reading Attitude; 1961; Grades 1-6; San Diego County Department of Education*.

A measure of both general and specific reading activities and preferences. Suggested uses of the Inventory include: group and individual counseling, classroom research, inservice education, and conferences with parents.

*Included in "Improving Reading Instruction: An Inventory of Reading Attitude." Monograph No. 4, San Diego, California: Department of Education, San Diego County, November 1961.

*School Apperception Method (SAM)** by Irving L. Solomon and Bernard D. Starr; c1968; Ages 4-15; Springer Publishing Company, Inc.

A projective personality technique situationally relevant to the school environment. The 22 drawings depict children and school personnel in a wide range of interactions. The emphasis is placed on areas of scholastic and emotional adjustment to school.

*Reviewed in *Perceptual and Motor Skills*. **33** p. 339, August 1971.

School Attitude Survey by Harold F. Burks; c1970; Grades 4-6; Arden Press.

Probes the attitudes of children in academic settings. Test covers feelings about classroom learning, the teacher, peers, and the classroom environment.

School Morale Scale by Lawrence S. Wrightsman, Ronald H. Nelson, and Maria Taranto; 1968; Grades 4-9; Lawrence S. Wrightsman.

A measure of seven aspects of a student's morale as it relates to the school environment. The subscales cover: School Plant; Instruction and Instructional Material; Administration, Regulations, and Staff; Community Support and Parental Involvement; Other students; Teacher–Student Relationships; and General Feelings About School.

Self-Concept and Motivation Inventory: Later Elementary Form by George A. Farrah; c1968; Grades 3-6; Person-O-Metrics.

Measures academic self-concept in terms of the child's perception of his role as a learner. The inventory yields scores for role expectations, self-adequacy, goal and achievement needs, and failure avoidance.

Self-Concept As A Learner Scale–Elementary by John K. Fisher; Not Dated; Grades 3-6; John K. Fisher.

The SCAL is a modification of the secondary scale developed by Walter B. Waetjen. Subscores include: Motivation, Task Orientation, Problem Solving, and Class Membership. The Motivation factor is designed to determine the degree to which the respondent perceives himself motivated to do school work and to participate in learning activities. Task Orientation refers to the way a student sees himself relating to learning activities. Problem Solving determines the view that a pupil has of himself as a problem solver. The Class Membership factor is designed to find out how the student sees himself in relation to other members of the class.

Self-Concept Instrument–A Learner Scale by Gordon P. Liddle; 1967; Grades 3-6; Gordon P. Liddle.

Variables assessed include self-concept in reference to motivation, intellectual ability, task orientation, and class membership.

Self-Concept of Ability Scale; 1963-68; Grades 2-6; University of Maryland Research and Demonstration Center of the Interprofessional Research Commission on Pupil Personnel Services.

Designed to assess change in self-reported attitudes of groups of students toward themselves as learners. Covers six academic content areas: arithmetic, English, social studies, science, music

and art. The bases of comparison are the class, the grade level, close friends, future high school class, future college associates, other students in general, and one's own ability. The scale was adapted from Brookover, Paterson, Thomas' *Self-Concept of Ability*.

Student Evaluation Scale by William T. Martin and Sue Martin; c1970; Grades 1-12; Psychologists and Educators, Inc.

A four-point rating scale completed by the teacher. Ratings are based upon actual observation of student's behavior. Measures students' educational and social-emotional responses to school and the academic-social-emotional realm.

Student Self-Assessment Checklist by Herbert J. Klausmeier; 1970; Grades Kindergarten-6; Wisconsin Research and Development Center for Cognitive Learning*.

A measure of motivation to succeed in school. The items are based on behavioral objectives indicative of motivation.

*Included in Klausmeier, Herbert J. "The Use of Individual and Group Goal-Setting Conferences as a Motivational Device to Improve Student Conduct and Increase Student Self-Direction: A Preliminary Study." Madison, Wisconsin: The University of Wisconsin, Wisconsin Research and Development Center for Cognitive Learning, March 1970.

Student Survey; c1967; Grades 2-10; Cincinnati Public Schools, Division of Psychological Services and Division of Program Development.

Factors assessed are attitudes toward school and school adjustment.

Teacher Assessment of Student Checklist by Herbert J. Klausmeier; 1970; Grades Kindergarten-6; Wisconsin Research and Development Center for Cognitive Learning*.

Teacher ratings of the student's motivation to achieve in school. Items are based on behavioral objectives indicative of motivation.

*For additional reference see *Student Self-Assessment Checklist*.

When Do I Smile? by Dale W. Dysinger; Not Dated; Grades 1-5; American Institutes for Research.

Variable assessed is self-concept in reference to the school setting.

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Johnson, Orval G., and Bommarito, James W. *Tests and Measurements in Child Development: A Handbook*. San Francisco: Jossey-Bass Inc., Publishers, 1971.